WIDA CONSORTIUM
World-class Instructional Design and Assessment

Administering the WIDA ACCESS Placement Test (W-APT)™ Grades 1-12

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Workshop Outline

- Identifying Students as ELLs

- Training Objectives

- W-APT™ Overview

- W-APT™ Test Administration: Speaking

- W-APT™ Test Administration: Listening and Reading

- W-APT™ Test Administration: Writing

- Interpreting Test Results

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Identifying Student as ELLs

- Give each new student in your district the home-language survey.
- If the answer to any of the 4 required home-language survey questions is any language other than English, then administer the screener, W-APT.
- The W-APT is downloadable free to districts from the website: www.wida.us. Contact Chris Williams for a password.
- The results of the W-APT must be shared with parents within the first 30 days of the school year or within 2 weeks of enrollment during the school year.

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Identifying Student as ELLs

- A program services plan committee will design a Program Services Plan (PSP) for each identified LEP student. The teacher will provide services throughout the year with appropriate instructional and assessment accommodations for each individual LEP student.

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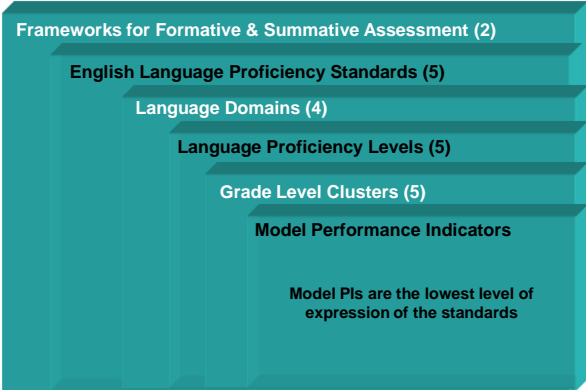## Training Objectives

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- To learn how to administer the WIDA ACCESS Placement Test (W-APT)™ (Speaking, Listening, Reading and Writing components) for Grades 1-12

- To learn how to use W-APT™ results to make ELL placement and/or service decisions

The WIDA ELP Standards

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Standard 1—SI
- English language learners communicate in English for Social and Instructional purposes in the school setting.

Standard 2— LA
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3—MA
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.

Standard 4—SC
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5— SS
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
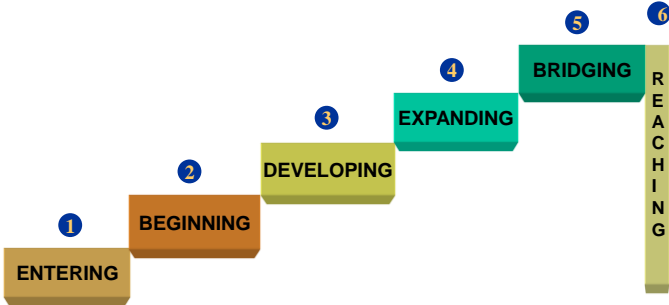
Five Levels of English Language Proficiency

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1 ENTERING
2 BEGINNING
3 DEVELOPING
4 EXPANDING
5 BRIDGING
6 REACHING

Overall Organization of Standards

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Frameworks for Formative & Summative Assessment (2)

English Language Proficiency Standards (5)

Language Domains (4)

Language Proficiency Levels (5)

Grade Level Clusters (5)

Model Performance Indicators

Model PIs are the lowest level of expression of the standards

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Organization of PI's within Standards

ELP Standard 1: Social and Instructional Language, Summative Framework

Grades 6-8

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Individual Model Performance Indicators (PIs) as Basis of Test Items

Grades 6-8

Standard 1: Social and Instructional Language

Listening

Example topic: Resources & Supplies

Level 2: Beginning

Match needed resources or supplies with type of activities from pictures and oral statements (e.g., calculators & math books)

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Sequence of Model PI's within a Theme Folder

Model PI's for a Tier B Theme Folder for 6-8

Grades 6-8

Standard 1: Social and Instructional Language

Listening

Example topic: Resources & Supplies

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W-APT™ Overview

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Purposes of the W-APT™

- To identify students who may be candidates for English as a second language (ESL) and/or bilingual services;

- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and

- To accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs® testing.

- The W-APT is NOT used for program exit decisions!

W-APT™ Background

- Aligned to WIDA ELP Standards

- 5 grade level cluster forms: K, 1-2, 3-5, 6-8, 9-12

- Results in scores from proficiency levels 1-6

- No tiers

- Fully adaptive

- Individually administered
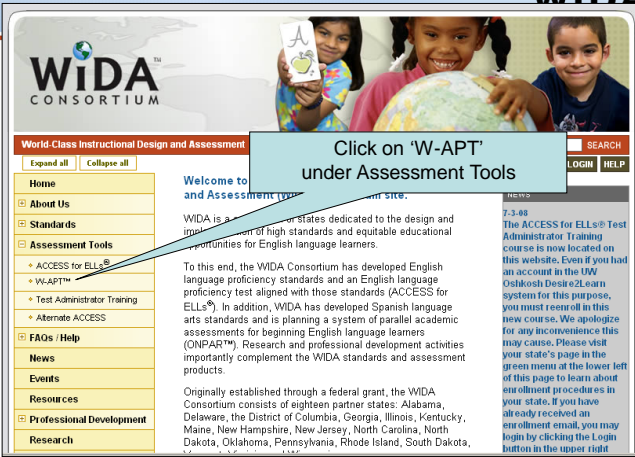
How to Access the W-APT™

- Free download at www.wida.us

- Semi-secure – accessible via district wide W-APT login
  - Username: ky + (district number)
  - Password: bluegrass +(DAC's last name)

- Printing and dissemination – district dependant

- Master copy may be ordered from MetriTech, Inc. for $90; call 1-800-747-4868

Click on 'The W-APT test forms and administration manual'

Enter your login information:

Username: ky000
Password: bluegrasswilliams

Click on 'View/Download W-APT assessment and manuals'

Select what you would like to download:

- Instructions for printing and binding
- Manual
- Scored Writing Samples
- Specific grade level cluster test

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Search...

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Expand all | Collapse all

Assessment > W-APT™ > W-APT™ Documents > Grades 6 - 8 W-APT™ Documents

Grades 6 - 8 W-APT™ Documents

The documents on this page are for students in 2nd semester Grade 6 through 1st semester Grade 9. In addition to the W-APT™ Test Administration Manual Grades 1-12, there are four required documents:

- Home
- Training Course Home
- Staff Home
- Online Store
- About Us
  - Background
  - Mission & History
  - Partners
  - WIDA Staff
- Standards
  - English Language Proficiency
  - Spanish Language Arts
  - Search the Standards
- Assessment Tools
  - ACCESS for ELLs®
  - Alternate ACCESS
  - W-APT™
  - MODEL™
  - Test Administrator Training
- FAQs / Help
  - General

Documents for Grade 6 to Grade 8	Printing
Grades 6 - 8 Main W-APT™ Test Booklet	Print single-
Grades 6 - 8 Test Administrator's Script	Print double-sided; stitch or staple in upper-left
Grades 6 - 8 Student Writing Booklet	Print single-sided; do not bi
Grade 6 -8 W-APT™ Scoring Sheet	Print double-sided if possible not available; staple in upper

There are 4 files to download for each cluster of the W-APT (Grades 1-12)
- Main W-APT Test Booklet
- Test Administrator's Script
- Student Writing Booklet
- W-APT Scoring Sheet

Group Administration

The W-APT™ is designed to be individually administered at all grade levels. In the rare cases when group administration is necessary, it is important to keep groups small (ten children or fewer). Only the Listening, Reading, and Writing tests for grades 1-12 can be administered in a group format. The Kindergarten test and the Speaking test for grades 1-12 must be individually administered. Please see pages 39-42 of the W-APT™ Test Administration Manual Grades 1-12 for more guidance on group administration.

- Grades 6-8 W-APT™ Student Answer Sheet For Group Administration

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W-APT™ Training Resources

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- Test Administration Manual

- Scored Student Writing Sample Booklet for use in scoring the Writing Component

- Online ACCESS for ELLs Training course (Speaking Test content and quiz)

- Practice administering with a colleague

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W-APT™ Structure and Materials

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Gr. 1-12: Which W-APT™ form to give?

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- 1-2:
  - ☐ For students in 2nd semester Gr. 1 through 1st semester Gr. 3
- 3-5:
  - ☐ For students in 2nd semester Gr. 3 through 1st semester Gr. 6
- 6-8:
  - ☐ For students in 2nd semester Gr. 6 through 1st semester Gr. 9
- 9-12:
  - ☐ For students in 2nd semester Gr. 9 through 1st semester Gr. 12

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
K	1-2 Test		3-5 Test			6-8 Test			9-12 Test		

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Administration Times and General Scoring

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- Administration times vary according to student's level of proficiency

Gr. 1-12	Time to Administer	How to Score
Speaking	up to 15 minutes	**rubric**
Listening	up to 20 minutes	**answer key**
Reading	up to 20 minutes	**answer key**
Writing	up to 30 minutes	**rubric**

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General Administration and Using the Scoring Sheet

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- Set up:
  - Sit at right angle to student
  - Lay out papers

- Follow script exactly

- Administer and score simultaneously

- Follow guidelines for adaptivity (on scoring sheet)

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W-APT™
Administration:
Speaking Grades 1-12

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Speaking Test Overview

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- 2 Parts per form:
  - Social and Instructional Language (3 tasks)
  - Language of Language Arts/Language of Social Studies (5 tasks)

- The maximum number of tasks that can be administered is 8

- Scored using the WIDA Speaking Rubric

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Rules for Standardizing the Speaking Test WIDA CONSORTIUM

- Read each item only once (barring interruptions or if the student asks for a question to be repeated)

- Administer the test in English only

- Never write out parts of the test that are scripted as spoken items

- Master use of the speaking rubric and practice scoring sound samples from the training course at www.wida.us

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Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Speaking Rubric

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How to Use the Rubric WIDA CONSORTIUM

- Look at proficiency level for the task being administered.

- Examine the expectations for each task level.

- Determine whether student's response meets all of the stated expectations for that task level.

- Do not score for content accuracy, but for the level of *language* expected at that task level.

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Using the Rubric: Possible Ratings WIDA CONSORTIUM

- *Exceeds expectations*—Goes beyond Task Level Expectations in quantity and/or quality

- *Meets expectations*—(expected score) Fulfills Task Level Expectations in quantity and quality

- *?*—Administrator is unclear whether task response *Approaches* or *Meets expectations*

- *Approaches expectations*—Comes close to Task Level Expectations, but falls short in quantity and/or quality

- *No response*—No response; response incomprehensible; response in native language; student unable to understand task directions

- *Not administered*—Item was not administered to student

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Adaptivity: Rules for Advancement

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Part A

Part B

Listening Test

IN PART A

Go to next level Task if score on current Task is
•?
•Meets OR
•Exceeds;

Go to Task 1 of Part B if score on current Task is
•Approaches OR
•No Response.

IN PART B

Go to next level Task if score on current Task is
•?
•Meets OR
•Exceeds;

Go to LISTENING TEST if score on current Task is
•Approaches OR
•No Response.

Any Task following one marked *Approaches* (within a Part) should be marked *Not Administered*.

Recording Speaking Scores

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- Mark X for score for each task (T1, T2, etc.)

Task	Exceeds	Meets	?	Approaches	No response	Not Administered
Part A						
T1	☐	☐	☐	☐	☐	☐
T2	☐	☐	☐	☐	☐	☐
T3	☐	☐	☐	☐	☐	☐
Part B						
T1	☐	☐	☐	☐	☐	☐
T2	☐	☐	☐	☐	☐	☐
T3	☐	☐	☐	☐	☐	☐
T4	☐	☐	☐	☐	☐	☐
T5	☐	☐	☐	☐	☐	☐

Count number of X on Exceeds and Meets

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- Mark X for score for each task (T1, T2, etc.)

SPEAKING TEST	Exceeds	Meets	?	Approaches	No Response	Not Administered
Part A						
T1	☐	☒	☐	☐	☐	☐
T2	☐	☒	☐	☐	☐	☐
T3	☐	☒	☐	☐	☐	☐
Part B						
T1	☐	☒	☐	☐	☐	☐
T2	☐	☒	☐	☐	☐	☐
T3	☐	☒	☐	☐	☐	☐
T4	☐	☐	☐	☒	☐	☐
T5	☐	☐	☐	☐	☐	☒

Recording Speaking Proficiency Level

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Raw Score Conversion Table

If Total Number of Boxes Marked "Exceeds" or "Meets" is:	Then Speaking PL is:
8	6
7	5
6	4
5	3
3-4	2
0-2	1
DETERMINE PL FROM TABLE ABOVE	

Enter Speaking PL in Composite Table on Page 2 of this Scoring Sheet

Use table on Scoring Sheet to determine Proficiency Level

Enter Speaking PL in composite proficiency level Table on Page 2 of Scoring Sheet

Composite Proficiency Levels (CPLs)

LITERACY	ORAL	OVERALL
Reading PL _____ * .5	Speaking PL _____ * .5	Literacy CPL _____ * 7
Writing PL _____ * .5	Listening PL _____ * .5	Oral CPL _____ * .3
Literacy CPL	Oral CPL	Overall CPL

Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL *See p. 3*	Adjusted Oral CPL *See p. 3*	Adjusted Overall CPL *See p. 3*

Practice in Scoring Speaking Tests

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- Study the speaking scoring rubric thoroughly

- Listen to speaking test samples available on the ACCESS for ELLs Test Administrator Training Course on the WIDA website

- Score the samples on a practice Scoring Sheet

- Read the rationales for the samples and compare with your score

- Refine your scoring to conform with the samples

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Test Administration: Listening and Reading Grades 1-12

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Listening and Reading Tests

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- Multiple choice

- Scripted:
  - Do not read theme, question or response choices *unless scripted*

- For Reading:
  - Student reads to him/herself and points to answer

- Compare student's response with key on Scoring Sheet, mark 1 or 0

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Organization of Test Items (L & R)

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Proficiency Level	Increasing Difficulty of Theme Folders (Parts)				
5					Folder E
4				Folder D	
			Folder C		
3		Folder B			
	Folder A				
2					
1					

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Adaptivity of Listening and Reading Tests

- After completing a Part, tally total correct for that theme folder
- Follow criterion for advancement to decide next step

Listening

Part	#	Key	Score (1 or 0)	Criterion for Advancement
A	1	A		If 2 or more correct, continue with Part B, otherwise skip to Reading, Part A.
	2	B		
	3	C		
	Total for Part A			
B	4	C		If 3 or more correct, continue with Part C, otherwise skip to Reading, Part A.
	5	B		
	6	C		
	7	A		
	Total for Part B			
C	8	A		If 2 or more correct, continue with Part D, otherwise skip to Reading, Part A.
	9	C		
	10	B		
	Total for Part C			

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Scoring the Listening and Reading Tests

Add up all the correct answers and put the total in here

Use the total to find the PL on the table and record it at the bottom – or use the W-APT Score Calculator online!

Part C		
11	B	
12	C	
13	C	
D	Total for Part D	
14	B	
15	D	
16	C	
E	Total for Part E	

Composite Proficiency Levels (CPLs)

LITERACY	ORAL	OVERALL
Reading PL _____ × .5	Speaking PL _____ × .5	Literacy CPL _____ × .7
Writing PL _____ × .5	Listening PL _____ × .5	Oral CPL _____ × .3
Literacy CPL	Oral CPL	Overall CPL

Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL See p. 3	Adjusted Oral CPL See p. 3	Adjusted Overall CPL See p. 3

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Test Administration: Writing Grades 1-12

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Writing Test

- Up to 30 minutes
- Student writes in separate student writing booklet
- 2 tasks per form:
  - **Part A, Social and Instructional Language**
  - **Part B, Language of Mathematics**
- Administer Part A and/or Part B based on S, L, and R scores
- Score using the WIDA Writing Rubric
- Enter score on scoring sheet

WRITING TEST
(If both tasks were administered, enter the higher of the two scores. The minimum PL score is 1. Consult Test Administration Manual and Writing Samples for scoring details.)

PL SCORE

Enter Writing PL in Composite Table on Page 2 of this Scoring Sheet

Writing Rubric

Writing Rubric of the WIDA™ Consortium
Grades 1-12

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

Completing the Scoring Sheet and Interpreting Scores

W-APT Score Information

Scoring Sheet includes instructions for calculating student's overall composite proficiency level score:

- Reading and Writing are weighted at 35% each

- Listening and Speaking are weighted at 15% each

Scoring Sheet Page 1

Scoring Sheet Page 2

Scoring Sheet Page 3

Calculating the scores

1) After completing all domains of the test, the test administrator will use the raw score conversion tables on the scoring sheets to convert the raw scores into Proficiency Levels (PL)

2) Proceed to follow the formula on the scoring sheet to calculate the composite proficiency level (CPL)

3) Determine the W-APT Adjusted Composite Proficiency Levels

W-APT™ Proficiency Level Calculator

W-APT Proficiency Level Calculator on WIDA Website (does not require a login)

- Prompts you to enter the raw scores (except for Writing which is assigned a Proficiency Level)

- Includes score sheet diagram for reference

W-APT Score Information

Raw scores - indicates the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks

Proficiency level - describes a student's performance in terms of the six WIDA English language proficiency levels

Composite proficiency level (CPL) - records an overall, weighted score for all the language domains

Grade-Specific Composite Proficiency Level Scores - are the CPL scores adjusted to the test taker's grade in recognition of the fact that the test is more difficult for test-takers in the early grades. Based on this reasoning, test-takers in the highest grade of the cluster do not receive any adjustment in their scores.

Using W-APT Results to make placement/service decisions

- For Grades 1-12, if a student scores an overall composite proficiency level of less than a 5.0 on the W-APT the student is considered LEP and will be placed in an ELL program. The student will take ACCESS in January.

- For Grades 1-12, if a student scores an overall composite proficiency of a 5.0 on the W-APT the student is considered Initially Fully English Proficient (IFEP). The student is not LEP and will not take ACCESS in January.

Using W-APT Results to select a Tier for ACCESS for ELLs

Use the student's W-APT scores to determine which tier is the best fit for ACCESS for ELLs testing.

Tier Structure of ACCESS for ELLs

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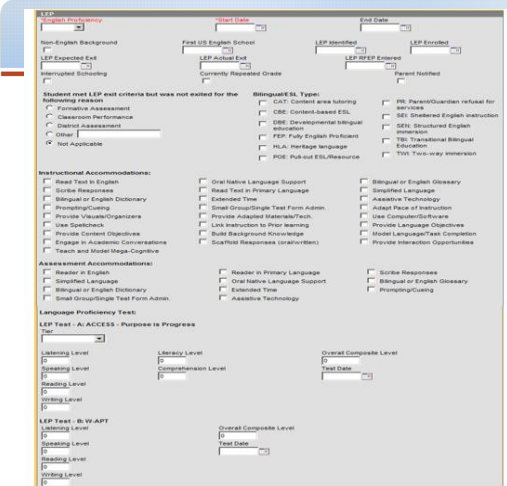
Interpreting LEP Information in Infinite Campus

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LEP Screen in Infinite Campus

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Accommodations Manual and Training Materials

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Accommodations Manual and Training Materials

- KDE has been working with George Washington University CEEE for the past year on an accommodations manual and training materials.

- The purpose of the manual and training materials are to help teachers give the appropriate instructional accommodations and assessment accommodations for their ELL students based on the child's level of English Language Proficiency.

- KDE will be releasing the accommodations manual and training materials to the districts soon.

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Questions or Comments?

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For more information, please contact
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